A STUDY OF INMATE PERCEPTIONS

OF TEACHERS AND ADOLESCENTS

IN SCHOOL


By

RICHARD DAHLGREN CRONK


Bachelor of Science
Western Michigan University
Kalamazoo, Michigan
1970


Master of Arts
Western Michigan University
Kalamazoo, Michigan
1973


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Thesis Approved:

_Ellen E. Segall_
Thesis Advisor

_John E. Hembrick_

_Sally Carter_

_William M. Reynold_

_Larry M. Perkins_

_Thomas C. Collins_
Dean of the Graduate College

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# CHAPTER I

## INTRODUCTION

### Statement of the Problem

A central problem facing Oklahoma is too many people are incarcerated in the Department of Correction's facilities. Oklahoma leads the nation in the number of incarcerated females and ranks third in the nation in the number of incarcerated males, yet Oklahoma is only the twenty-eighth most populated state, with a population of 3,205,000. As of July 14, 1992 the Oklahoma penal institution population was 14,380 (McKane 1992). Over 9,100 (63%) of these inmates reported they had not graduated from high school (McKane, 1992). The total incarcerated population for Oklahoma was 13,059 inmates in 1991 (Minietta, 1991). For the fiscal year 1991, 6,972 inmates (53% of the total inmate population) participated in educational programs ranging from the Adaptive Learning Center Program for intellectually impaired inmates with IQ

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scores of seventy five or less to inmates studying for the GED exam or earning their high school diploma (Minietta, 1991).

Nationwide 24% of all high school students leave school before they graduate. That means for every 100 high school students nationwide on average only 76 will graduate from high school. These dropouts have a serious handicap when trying to obtain full employment without having earned a high school diploma. Without full employment, the dropout is statistically more likely to become involved in some type of criminal activity. An increase in the dropout population may result in an increase in the number of people who may feel compelled to commit a crime; and, as previously stated, if there are more people committing crimes, then there will be a larger pool of people who could be sentenced to penal institutions. The relationship between dropping out of school and criminal activity may be one of cause and affect; however determining which one is the cause and which is the affect is quite difficult and not always constant.

## The Purpose of the Study

The first purpose of this study is to determine if the

available literature supports the findings of the Segall study (1994) and to ascertain how dropouts define their school experiences. Based on the results of the literature review, the second purpose is to extend Segall's research on selected questions relative to inmate perceptions of teachers and teenage friends in school. Segall found students were more likely to drop out of school if they had been suspended, arrested or could not relate to a favorite teacher. Once leaving school, Segall found dropouts have limited social and economic options because of their inability to find employment or receive wages greater than minimum wage. Therefore, Segall found students' decision to leave school before graduation may force Oklahoma to prepare for an increasing number of criminal offenders.

## The Rationale for the Study

In 1986, there were more than 1.7 million teenagers (10 to 17 years old) arrested for "juvenile delinquency" (Straus, 1994). According to Siegel and Senna (1981),

> Juvenile delinquency is currently defined as an
> act committed by a minor (an individual who falls
> under a statutory age limit, in most states either

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seventeen or eighteen) that violates the penal

code of the government with authority over the

area in which the act occurred. (p. 5)

What constitutes an illegal act for a juvenile includes a

wide-spread list of offenses. At one extreme are those

actions that violate criminal law such as: homicide,

burglary, robbery, rape, arson and aggravated assault. At

the opposite end are the less serious "status offenses".

"Status offenses" are actions for which adults would not be

arrested, such as: curfew violation, truancy, drinking

alcohol, or being accused (by their parent or teacher) of

being unmanageable or disobedient (Siegel & Senna, 1981;

Straus, 1994).

> Generally speaking, criminal behavior results from
>
> the interaction between a person (with a certain
>
> degree of criminal potential or antisocial
>
> tendency) and the environment (which provides
>
> criminal opportunities). Given the same
>
> situation, some people will be more likely to
>
> commit offenses than others, and, conversely, the
>
> same person will be more likely to commit offenses

in some situations than in others (Tonry, Ohlin & Farrington, 1991, p. 141).

While a great deal is known about juvenile delinquency, the cause and affect relationship of key elements is still unanswered. Tonry, Ohlin & Farrington (1991) report that we know that juvenile delinquents tend to have delinquent friends, but we do not know if delinquent friends' peer pressure encourages delinquency or if "birds of a feather flock together". We also know that delinquency is connected with school failure, but we do not know whether school failure causes delinquency or delinquency causes school failure. Finally, Tonry, et al. (1991) maintain that we know delinquency is related to drug use, but we do not know if drug use causes delinquency, if delinquency causes drug use, or if both delinquency and drug use are representative of antisocial behavior. In any case, there is statistical evidence of a connection between juvenile delinquency and dropping out of school.

The majority of the research done on dropouts has focused on putting the responsibility for dropping out on the school or the individual student him or herself. Some

of the home and family problems while being quite personal are also the result of an unstable home social environment such as: work and home responsibilities, financial difficulties, pregnancy, and child care. These reasons are as valid as other less personal and more easily measured reasons for dropping out of school. These personal reasons and perceptions of school and the home environment will be explored in this research. The inmates' perceptions of teachers and their teenage friends while in school should provide insight into the effect that friends, home and family problems had on the inmates' school life. Because not all inmates dropped out of school, the comparison of responses to questions between dropouts and graduates should provide a stabilizing comparison.

## Assumptions of the Study

Assumptions made for this study include; the inmates interviewed were honest, told the truth and did not fabricate information to any greater degree than for any other questionnaire. Also, it is assumed the sample is representative of the total prison population of the state of Oklahoma. Lastly, it is assumed the population of newly

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admitted adult felons does not significantly differ from any newly admitted adult felon population for any other similar time period.

## Research Questions

The responses to the following questions will be compared to see if any pattern can be identified.

1.  Were the inmates able to identify a favorite teacher, and were their memories positive or negative?

2.  What type of friends did the inmates have as teenagers?

3.  If inmates dropped out of school, at what age and grade?

4.  What were the reason(s) given for dropping out of school?

# CHAPTER II

## REVIEW OF THE LITERATURE

### Introduction

This chapter reviews the literature related to the analysis and evaluation of the dropout problem. Throughout this study a variety of labels will be used when referring to "dropouts". Therefore, it is necessary to define and clarify this terminology.

### Glossary of Terms

The definition of the term "dropout" used for this study is by Good (1973):

> Dropout most often designates an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws or is dropped from membership for any reason except death or transfer to another school before graduating from secondary school (grade 12) or before completing an equivalent program of

studies; . . . (Good, 1973, p. 198)

Another phrase for dropouts that will be used in this study is "early school leavers". Originated by Marrow (1987), this definition is divided into five specific categories.

1. Pushouts - undesirable students;

2. Disaffiliated - students no longer

   wishing to be associated with the school;

3. Educational Mortalities - students

   failing to complete a program;

4. Capable Dropouts - family socialization

   did not agree with school demands;

5. Stopouts - dropouts who return to school,

   usually within the same academic year.

   (p.39)

In other words, "pushouts" or "forceouts" are students whom the school district does not want attending school because of their inappropriate behavior. These students include those who have reputations of violence, substance abuse, selling drugs, or committing any offenses punishable

by suspension. The "disaffiliated" students are ones who make their own choices to withdraw from school. "Educational mortalities" are those students who have fallen behind in their course work or credits earned and will not be able to graduate on time with their class, and "capable dropouts" are those students who are capable of completing the work but choose to withdraw from school because of family reasons, such as they had to work to help support the family, got married, got pregnant, or chose a job over attending school. Finally, "stopouts" are those students who only temporarily leave school and to return later for the remainder of the school year.

The term "deviant behavior" is defined by Adler, Mueller, and Laufer, (1991) as any behavior, both illegal and social, that members of a social group determine as violating their norms. They define criminal behavior as any behavior violating the laws of the society. The term "underemployed" is defined as being employed in a job whose qualifications are substantially below an individual's skill, ability or educational level or employed part-time.

## The Segall Study

The major purpose of this qualitative study was to collect demographic data about the juvenile lives of Oklahoma adult offenders in order to identify the major influences in their lives and thereby assist decision makers in formulating policies that would more effectively encourage offenders to become productive members of society. The demographic data, including race, gender, and social class, was established by examining the social history of Oklahoma adult offenders. This data described their juvenile experiences within correctional facilities, as well as in other social institutions such as schools, families, and community settings.

Segall (1994) stated, "Inmates appear to identify themselves as social and economic underdogs. Inmates reported they had a hard life in which few social institutions such as family, church and school assisted them. They did not indicate regret they did not have assistance, rather they were unimpassioned" (p.12). The study continued to explain that the inmates were not able to understand the relationship between being incarcerated and

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the problems experienced during their juvenile years. Nor were they able to understand the relationship between their home life and their criminal behavior. The inmates stated they felt they were not in control of their social and cultural environment, but they were controlled by their environment. Yet the advice these same inmates offered to young people was to control their own actions, listen to their parents, do not drop out of school, do not associate with the wrong crowd, and do not take drugs. The study identified the family as the most important support factor for school success or criminal behavior, or lack thereof. The home social environment is more important than the physical makeup of the family structure. It makes no difference whether the student is living with both his or her biological parents, a step parent, grandparents, a guardian, or a single parent. The important factor is there must be a positive child-adult relationship in the home.

The study reported students were more likely to drop out of school if they had been suspended, arrested before the 10th grade (14 years old) or were unable to identify a favorite teacher. Dropouts then find their social and

economic options limited because of their position of unemployment or underemployment. The study concluded that because of the increase in the dropout rate, students' decisions may force this state to prepare for an increasing number of offenders.

The Juvenile History Questionnaire was designed by William Segall (see Appendix A). The questionnaire consists of 39 controlled open-ended questions. The questionnaire is broken down into 8 parts: Demographics, Personal History, Education, Work Experiences, Juvenile Criminal History, Gangs, and Substance Abuse. The demographic inquiries were designed to categorize the respondents according to gender, race, and age. The personal-history categories are marital status, age when first married, number of children, number of siblings, age when first left home, why leave home, and who raised them. The inquiries on education established the last grade completed, the type of diploma earned, and whether or not they liked school. The work-experience questions established the amount of money earned, if they were in the military, and if they were employed at the time of arrest. The juvenile criminal-history questions

determined the age at which they were first arrested, type

of crime, how they were armed, the age at which they

committed their first crime, how many crimes they had

committed, were they ever suspended from school, the age

placed in juvenile probation and the age when placed in

juvenile detention.  Gang membership and the age at which

they first joined a gang were also covered.  The

substance-abuse questions established the age at which

various drugs were first tried and any participation in a

substance abuse program.

## Dropout Statistics for the 20th Century

At the national level, high school enrollment has

increased steadily throughout the 20th century.  According

to four studies (Bachman, Green & Wirtanen, 1971; Bachman,

O'Malley & Johnston, 1978; Markey, 1988, and Sherraden,

1986), the percentages of 14 to 17 year olds enrolled in

school steadily increased from only 11% in 1900, to 33% in

1920, 50% in 1930, 75% in 1940, and up to 94% in 1978.

Markey (1988) states the national average dropout rate for

students in 1970 was about 25% of all students.  The dropout

rate increased from 1970 to approximately 28% by 1982 and

has remained constant since then (Sherraden, 1986). While the percentages of 14 to 17 year olds enrolled in school has steadily increased, the graduation rate has not increased and actually decreased in the early 1980's before returning to the current rate of 75% of all eighteen year olds graduating from high school.

Moreover, students from cultural and ethnic minority groups have higher dropout rates than whites. Valverde (1987) says approximately one half of all Hispanic students leave school before graduation. Johnson, Dipuis, Musial and Hall (1994) state the national dropout rate is 30% for African-Americans , 40% for Hispanics, and 50% for Native American children. The dropout rates are also higher in urban areas, where, according to Wehlage & Rutter (1986), dropout rates are reported to be between 40% and 50%. In another study, Hess, Wells, Prindle, Liffman, & Kaplan (1987), found the Chicago schools had an overall dropout rate of 43% in 1985, with individual school dropout rates ranging from 11% to 63%. Of course, dropout rates for each district may vary because of individual differences in the community environment or neighborhoods as well as the

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differences between the district's schools themselves.

## Reasons For Dropping Out

The current literature indicates dropping out of school before graduation is a very complex issue with a variety of causes and excuses (Bachman et al. 1971; Bearden, Spencer & Moracco, 1989; Eckert & Marshall, 1939; Sherraden, 1986; and Wehlage & Rutter, 1986). Some students indicate a specific intention to drop out which is not based on any significant factor but on a complete ignorance or disregard of their own personal skills, talents and social needs (Eckert & Marshall, 1939). Bachman et al. (1971) contend potential dropouts, as they enter high school, are somewhat disadvantaged because they have lower self-esteem, reduced mental health, reduced commitment to society's values and an increased rate of delinquency. Potential dropouts are not really a delinquent group. The problem is they have nothing to support or back up the perception that dropping out will cause them more harm than will staying in school. Bachman et al, (1971) also offer the suggestion that dropping out may be a symptom of prior difficulties, rather than a cause of new troubles.

The literature provides a common list of motivational factors which explain why adolescents drop out of school. The most common reasons given were: school was boring, school was considered a waste of time, poor grades, failure to earn enough credits to graduate, poor and uncaring teachers, and numerous home and family problems or responsibilities (Bearden et al., 1989; Ekstrom, Goertz, Pollack & Rock, 1987; Johnson et al., 1994; McCaul, 1989; Tidwell, 1988; and Wehlage & Rutter, 1986). The responses from interviews with over 400 Alabama high school dropouts enabled Bearden, et al. (1989) to compile a list of the nine highest reported reasons given for dropping out of school:

1. Problems with faculty,

2. Pregnancy,

3. Preferred work to school.

4. Bad grades,

5. Finances,

6. School was boring,

7. Absenteeism,

8. Expelled or suspended, and

9. Teachers did not care (p. 116)

Four of these reasons or responses relate to the home social environment (pregnancy, preferred work to school, finances and absenteeism) and not directly to school. The other five relate directly to some aspect of school itself, although two also involve making a personal decision (feeling school was boring and being expelled or suspended).

After analyzing data from the 1980 and 1982 High School & Beyond Study, Ekstrom, et al. (1987) reported the major reasons for dropping out of school were:

1. Did not like school,

2. Poor grades,

3. Offered a job and choose to work,

4. Getting married,

5. Could not get along with teachers,

6. Had to support family,

7. Pregnancy, and

8. Expelled or suspended.

This list is similar to the Bearden et al. study, in that half of the reasons are related to the home social environment (offered a job, getting married, had to support

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family and pregnancy). This demonstrates that the reasons typically given for dropping out of school are evenly divided between those having a direct connection with the home social environment and those connected with school.

Tidwell (1988) interviewed 374 urban high school dropouts from twelve randomly chosen high schools in Los Angeles, California. He concluded, from answers given in a close-ended questionnaire, that the most common reasons given for dropping out were: poor grades (39.9%), family reasons (39.1%), student was over 18 years of age (33.2%), work responsibilities (29.8%) and teacher problems (24.3%). Tidwell added dropouts did not think highly of their teachers. "By far, issues connected with classroom teachers were remembered as the most negative aspects of the dropouts' high schools" (p. 950). In the same study, using open-ended questions, Tidwell reported that the most frequently given answer to why a student dropped out was school was boring. What made school boring for these students was not described, but the students' comments on how to improve the school give us some insight into why they felt school was so boring. Their suggestions included:

teachers should give them more opportunities to learn, many

teachers needed to improve their pedagogical skills, and

teachers needed to improve their attitudes and behavior

especially when dealing with issues of sensitivity and

tolerance (Tidwell, 1988).  Schools can not be expected to

take all of the blame, because according to Wehlege and

Rutter (1986), "In general, it is not clear if measured

characteristics such as:    low educational/occupational

aspiration, weak sociability, negative school attitudes, low

self-esteem, and external sense of locus of control are

brought to the school or produced by school experiences" (p.

375).

The Youth in Transition project was a longitudinal

study of young men conducted by the Survey Research Center,

a subdivision of the Institute for Social Research of the

University of Michigan, under the primary sponsorship of the

United States Office of Education.  The study explored the

effects of social environments, with special emphasis on the

impact of school and work environments on young men.  From

the Youth in Transition study, Wehlege and Rutter (1986)

stated there may be a relationship between disciplinary

problems and dropping out of school.

The following studies also support the supposition that there are some aspects of school itself that may be responsible for negative influences for or on students (Alpert & Dunham, 1886; Bearden et al., 1989; Eckert & Marshall, 1939; Fagan & Pabon, 1990; Hartnagel & Krahn, 1989; Hess et al., 1987; Jordan, in Nabonne, 1994; Polk & Schafer, 1972; Sherraden, 1986; Tidwell, 1988; and Wehlege & Rutter, 1986. Not all the research is in agreement, Bloch (1991) asks the question why students are at-risk. He places the blame primarily on the students, on the home, or on society, but not on the schools themselves.

A low socio-economic status (SES) family background is one of the factors that appears most often among school dropouts ( Bloch, 1991; Cervantes, 1965; Dohn, 1991; Ekstrom et al, 1986; Fagan & Pabon, 1990; Fernandez & Shu, 1988; Lloyd, 1978; Markey, 1988; McDill, Natriello & Pallas, 1985; Morris, Ehren & Lenz, 1991; Natriello, McDill & Pallas, 1985; Sherraden, 1986; Tidwell, 1988; Wehlage & Rutter, 1986; and Weidman & Friedmann, 1984). According to Wehlage & Rutter (1986), four national studies Project TALENT, Youth

in Transition, National Longitudinal Survey of Youth Labor Market Experience and High School and Beyond, all indicate that a juvenile with a family background characterized by a low socio-economic status (SES) has a greater tendency to drop out of school. They also speculate that the underlying factor may be the various forms of family stress or instability present in low SES home environments. Fagon & Pabon (1990) state weak family bonds and weak family support for education are the strongest contributors to deciding to drop out of school.

Bachman et al, (1971) state the family socio-economic status (SES) is important because the SES establishes the quality of the home environment available to the children. School grades, college plans and occupational aspirations are positively correlated with the SES level. Negative attitudes toward school, test anxiety and rebellious behavior in school are all greater among low SES level students. SES is important in the utilization of abilities and has a positive influence on performance, aspirations, school attitudes and important self-concepts. "The better a boy reports getting along with his parents, the higher is

his self-esteem, his self-concept of school ability, his attitudes toward school, and his feelings of personal efficacy" (Bachman et al, 1971, p 33).

Alpert & Dunham's (1986) study of marginal students in the Dade County Florida School System, after comparing responses to the question concerning the parent's monitoring of the youth's whereabouts and activities, concluded that the fourth leading predictor in whether a marginal student stayed or dropped out was parental influences.

**The Role of The School**

There is some disagreement as to just what schools are supposed to do for our children. For some people the primary function of the high school curriculum should be to provide a training ground for the preparation of workers for business and industry (Cetron & Gayle, 1990 and Smith & Smith, 1994), while others are only concerned that the high school prepare students to be able to go to college (Levine & Havighurst, 1992). There is also a segment of our population whose primary concern is that the high school graduate possess a saleable skill to contribute to the growth and economy of the country. Sherraden (1986)

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describes this view point of education:

> An institutional analysis, . . . recognizes that schools are a social institution that functions in advanced economies, both capitalist and socialist, to socialize, prepare, and control the youthful population prior to labor force entry. In this regard, schools have gradually replaced the labor market itself as the primary institutional form for young people. Today, however, the schools in the United States are no longer carrying out this function as effectively as they once did. (p. 24)

Vocational educational programs are not fulfilling their purpose, according to Payne (1984), because so few vocational program graduates actually obtain employment in the area of their training. According to Tozer, Violas & Senese (1993) there is a strong emphasis in our high schools on future college attendance; this emphasis relegates vocational, technical and general educational programs to second-class status, that is, they are perceived as being inferior to and less important than the college preparatory programs and students (Polk & Schafer, 1972).

According to Bateman (1985), standardized test scores
are used to measure the success of schools. This definition
of success bypasses marginal students because of their
inability to perform well on such tests. There are people
who advocate eliminating the marginal or at-risk students,
including potential dropouts, from certain programs to make
a program's success rate look better (Bateman, 1985).
Consequently schools are forced to choose which curriculum
role will be emphasized. The other alternative is to
maintain sufficient support for each and every program and
to provide a quality education for all students.

It is Alpert & Dunham's (1986) opinion that the
school's job is to create situations in which all youths can
excel and feel a sense of accomplishment. Bearden et al.
(1989) feel there is a need to improve the school's climate
and to recognize the school's responsibility to take direct
action to address each student's need for success, approval,
challenge, and meaning. "Students as consumers of education
need to perceive school as relevant to their lives; they
need to feel respected and to experience a sense of
belonging" (Bearden et al. 1989, p. 119). In addition,

teachers must concentrate on how to make the system more responsive to the needs of all students.

Although schools can't do anything about the socioeconomic situation(s) or innate ability of the student population, there are factors under the control of the school that can be altered to provide a positive effect on all students, even the potential dropout population (Wehlage & Rutter, 1986). The school itself contributes to the dropout rate, according to Polk & Schafer (1972), when it does not take the life experiences, cultural contributions, and deficiencies of the student population into consideration when designing programs, curriculum and instructional techniques.

Alpert & Dunham (1986) maintain that if youths find more fun and excitement on the streets than in school it will be difficult to convince those youths to remain in school. A student in this situation might be thought of as having been pushed out or forced out as opposed to quitting school. It is often easier to ignore a problem instead of dealing with it. If the problem (student) is ignored until he or she leaves school, then the school no longer has a

problem. Wehlage & Rutter (1986) present the opinion it is irresponsible to suggest that schools do not need to attempt to provide effective education for all students, because this implies public education is not for all youth but only for some of the population. Bearden et al. (1989) contend the failure of schools to educate students may well promote a two-class social structure with the lower class permanently locked into poverty . "In a benevolent but misdirected effort to promote social cohesion, the secondary school has extended to all a plan of education originally designed for and suited to the few" (Eckert & Marshall, 1939 p. 188). Although Eckert & Marshall stated this in 1939, it is still descriptive of our educational practices of today.

Instead of working to keep at-risk students in school, there has been a tendency to look at these students as merely fulfilling the projection that they would probably drop out anyway. This is the adage of hindsight being 20/20, "See, we were right in not allowing "X" into the program, because he/she dropped out anyway and we didn't waste any money on that loser." However, there is some support for the idea that if the potential dropout is given

a chance to participate in a program with practical meaning and more holding power than regular high school course work (perhaps a vocational education program, club or athletics), decreases the likelihood the student will drop out (Natriello, McDill & Pallas, 1985; Polk & Schafer, 1972; Wehlage & Rutter, 1986; Weidman & Friedmann, 1984 and Williams, 1987). "The very students most at risk must not be allowed to undermine their own chances of success through either misguided permissivism or outright neglect on the part of educators" (Wehlage & Rutter, 1986 p. 390).

Bloch (1991) states if 25 - 30% of the students are leaving high school before they graduate, then the schools are failing 25 - 30% of the time. In A Place Called School, Goodlad (1984) pointed out the general failure of the schools is in not providing challenging and satisfying experiences in self-development. Research into the problems schools cause also may uncover some reasons why poor school performance is so often the excuse given for dropping out of school. Bearden et al, (!989) also states the problem lies with society because traditional dropout predictors (teenage pregnancy, low motivation and drug abuse) are not symptoms

of inadequate schools but actually symptoms of social dysfunctions.

## Social Bias

Theoretically, cultures, ethnicity and race are linked to social class in American society. According to Skipper, Leslie, & Wilson (1990) perceptions of social class exist and sometimes become the basis for action or labeling by teachers. The Skipper et al. (1990) study supports the perception of social class rankings by showing White Anglo-Saxon Protestant names have traditionally been associated with the upper social classes, while other ethnic names have been associated more closely with the lower social classes. This is true not only for social ranking according to family names, but for social ranking according to male nicknames as well. This finding lends support to the probability of unconscious bias, labeling, stereotyping, or prejudice by everyone. Few teachers receive training in treating or controlling bias in the classroom and it is difficult for them to leave their biases at home. People make prejudicial judgements, especially toward juveniles with ethnic or racially associated family names, nicknames

or physical characteristics. Weinstein & Obear (1992) tell us people have "limited vision" into or toward oppressed groups because one cannot really "know" what it is like to be a member of an oppressed group. It is not possible for a male to understand the oppression faced by females because he can't be female. One can be sympathetic toward an oppressed person or group but that is not the same as "knowing" what it is like to be oppressed. Therefore, mistakes can and will continue to be made.

## Self-Esteem

According to McCaul (1989), dropouts have lower self-esteem or opinion of themselves than high school graduates. This lower self-esteem may not be totally a personality trait, but partially a result of negative school experiences. Johnson et al. (1994) support the idea dropouts are suffering from a low self-esteem. "Self-esteem is considered to be the most important factor in a student's ability to succeed" (Johnson et al., 1994, Transparency #40). McCaul (1989) also declare dropouts were twice as likely as graduates to give low marks to teachers' interest in students and to the fairness of discipline. Alpert and

Dunham (1986) support the idea of creating situations in classrooms where students can excel and feel a sense of accomplishment. Students who do not gain a sense of accomplishment (success) are constantly reminded of their misfortune (Alpert & Dunham, 1986) until school becomes an unfriendly place. Bearden et al. (1989) state the at-risk student may be more of a victim than a student with a learning problem. The at-risk student, as a potential dropout, may sense futility in the educational system, and in an attempt to protect him or herself from any further painful or discouraging experiences, the student may decide to drop out of school.

> They [dropouts] do not perform as well as their peers on school tests, their grades are lower than those of their peers, they are more often truant both in and out of school, and generally they get into more disciplinary trouble than other students. Given this rather negative set of experiences, it should not be surprising that these students leave school for a different environment. For most the intent is to enter the

world of work, which must look more rewarding than the situation they find in school. (Wehlage & Rutter, 1986, p. 381)

## Economic Effects

There are economic effects involved with having large numbers of residents who do not have a high school diploma. The main problems for high school dropouts are the related issues of employment, underemployment, unemployment, poverty, delinquent behavior and criminal behavior. Dropouts have a serious handicap when trying to obtain full employment without having earned their high school diploma (Wehlage & Rutter, 1986 and Weidman & Friedman, 1984). In 1986, one out every four male dropouts was unemployed, compared with only one out of ten male high school graduates; and the unemployed rate for female dropouts age 16 to 24 was two and one-half times the rate for female high school graduates (Markey, 1988).

Markey (1988) maintains the labor market is demanding an increasingly higher skill level for employees. In addition, the dropout population must compete with the high school graduates for these higher-skill-level jobs.

Service occupations employ only 14% of all dropouts, while most male dropouts find employment in precision production or goods producing industries. However, neither of these areas are currently hiring more employees (Markey, 1988). According to Hartnagel & Krahn (1989), the jobs that may be available to high school dropouts today are more likely to be part time, low paying, and insecure. Sherraden (1986) states by the mid 1980's the labor market had changed and there has been a steady decline in the demand for youth labor in all areas, except for the fast-food retail establishments. The low paying job opportunities tend to add to the economic pressures and restrictions placed on the school dropout population. According to the U. S. Bureau of the Census (1994), the 1992 median income for households whose head (25 years old and older) had not earned a high school diploma was $17,375. If the head of the household was a high school graduate, the median income was $29,006. Weidman & Friedmann (1984) concur, that among heads of households over the age of 25, those who dropped out of school have substantially lower family incomes than those who graduate from high school.

Presently the minimum wage is $4.25 per hour, with no fringe benefits offered such as health or medical insurance or any retirement savings plan. The average salary (before taxes) for a full-time employee, working forty hours per week, is $170.00 per week or $8,840.00 per year. To reach the reported 1992 median income, more than one family member must be employed. This economic situation puts additional strain on the single-parent households. Therefore, there probably will be financial hardships in the future that could cause other social problems. These hardships may result in the breakdown of social rules and values, which could affect the social structure and the amount of observable deviant and criminal behavior.

## Deviant and Criminal Behavior

As stated, economic hardships may affect the social structure and the amount of observable deviant and criminal behavior in the country. Adler et al., (1991) define deviant behavior as any behavior, both illegal and social, members of a social group determine as violating their norms and criminal behavior is any behavior violating the laws of the society. Adler et al. (1991) state the scientific

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investigation of crime causation is tied to the relation of the social environment and the amount of criminal behavior. This brings into consideration the Anomie Theory and Strain Theory of Robert Merton. According to Merton (1968), an Anomie is a problem created by a social structure that holds out the same goals to all of its members without giving them equal means to achieve them. All social structures are designed, and they are conducive to crime because some members of the social structure are unable to achieve their cultural goals through legal means. Merton (1968) states the main cultural goal is to become financially prosperous.

> 'Money' is peculiarly well adapted to become a symbol of prestige. However acquired, fraudulently or institutionally, it can be used to purchase the same goods and services. The anonymity of an urban society, in conjunction with these peculiarities of money, permits wealth, the sources of which may be unknown to the community in which the plutocrat lives, or, if known, to become purified in the course of time, to serve as

a symbol of high status. Moreover, in the American Dream there is no final stopping point. The measure of 'monetary success' is conveniently indefinite and relative. (p. 190)

Some of those who cannot achieve the cultural goal of prosperity are in this position because they do not have equal means to achieve this prosperity. They may feel compelled to disregard societal norms and use deviant means to achieve this goal of prosperity, thereby displaying criminal behavior.

Merton's Anomie Theory states any society contains two important elements, the cultural aspirations or goals the people believe are worth striving for; and the institutionalized means or accepted ways to attain these desired aspirations or goals (Merton, 1968). The means should exist for individuals to reach the goals that are important to them and any disparity between the goals and the means of attaining them fosters frustration, which leads to strain.

Such strains may be disfunctional for the social

system in its then existing form, they may be

instrumental in leading to changes in that system.

In any case, they exert pressure for change. When

social mechanisms for controlling them (strains)

are operating effectively, these strains are kept

within such bounds as to limit change of the

social structure. (Merton, 1968, p. 176)


Merton's Strain Theory assumes people are law abiding

citizens, but if placed under great pressure they will

resort to crime; the disparity between the goals and the

means to achieve these goals provides that pressure (Merton,

1968). Adler, et al. (1991) are quick to add that not

everyone denied access to the society's goals becomes

deviant or criminal. The different way people adapt is

dependent upon their individual attitudes toward the

cultural goals and the institutionalized means of attaining

those goals.

Therefore, it will be very difficult for the

underemployed or unemployed dropout to satisfy his or her

goals of financial prosperity our society has set for

itself, without a high school diploma. Wolfgang, Thornberry
and Figlio (1987) describe a Philadelphia study of a
population sample of males born in 1945, 51% of the
population were dropouts and they were responsible for 71%
of the total sample's criminal offenses. Fagan, Piper, &
Moore (1986) in a report involving adolescents in inner
cities, state male dropouts had a higher level of
involvement in delinquent behavior and with the juvenile
justice system than other male adolescents. Further, Fagan
and Pabon (1990) maintain nearly half of all violent
delinquents are school dropouts. Hartnagel & Krahn (1989)
have come to the conclusion:

> Increased involvement in deviant behavior for
> unemployed dropout males may thus be a normal part
> of a somewhat marginalized world, a world where
> social controls of a job are absent, where peer
> group influences are strong, where free time and
> boredom combine to increase the opportunities for
> and temptations to engage in deviant behavior. (p.
> 440)

There is a pattern or a commonality that emerges from the data which suggests dropping out of school increases the likelihood the person will display or turn to delinquent or criminal behavior. "The dropout phenomenon is correlated to poverty levels, out-of-wedlock births, crime rates, and drug abuse" (Bearden et al. 1989, p. 116). For whatever the reason, choosing to participate in criminal behavior has resulted in higher incarceration rates. "Unless basic, radical, and immediate educational changes are made, delinquency will continue to increase - and will be accompanied by the spread of other ills that stem from the same roots" (Polk & Schafer, 1972, p. 238).

## Summary

The first purpose of this study is to determine if the available literature supports Segall's (1994) findings and ascertain how dropouts define their school experiences. Based on the results of the literature review, the second purpose is to extend Segall's (1994) research in which he found students were more likely to drop out of school if they had been suspended, arrested or could not relate to a favorite teacher. Once leaving school, Segall found

dropouts have limited social and economic options because of their inability to find employment or receive wages greater than minimum wage. Therefore, Segall found students' decision to leave school before graduation may force Oklahoma to prepare for an increasing number of criminal offenders.

There is support for the claim that there is a correlation between negative social influence and dropping out of school. The home environment is more important than the physical makeup of the family structure. There is no significant difference whether the student is living with both his or her biological parents, a step parent, grandparents, a guardian, or a single parent. The important factor is there is a positive child-adult relationship in the home.

The data suggest dropping out of school increases the likelihood the person will display or turn to delinquent or criminal behavior. A high percentage of inmates of our penal institutions do not have a high school diploma. Therefore, without a high school diploma it is more difficult to become employed. Consequently, there is a

greater likelihood some people will be induced to exhibit

criminal behavior to gain wealth.

# CHAPTER III

## Research Design and Methodology

### Introduction

This chapter describes the procedures used to accomplish the purposes of this study which are to substantiate the findings in the Segall study and to extend Segall's research on the impact of society on juveniles leading to dropping out of school before graduation. The researcher did a thorough research of the findings Segall defined for the purpose of substantiating his research. This was accomplished through ERIC searches, bibliographies and library research. The second purpose of extending Segall's research was accomplished by means of interviewing a sample population.

### Description of the Population

A stratified random sample was drawn from the Segall population of newly admitted adult felon inmates processed during February 1994. The Segall (1994) study included 187 felons of whom 86% were male, 14% female, 55% white, 31%

African-American, 9% Native American, and 5% other.

## Instrumentation

A controlled open-ended questionnaire, the Segall Inmates' Juvenile Educational Questionnaire (see Appendix C) was administered by Department of Corrections interviewers, trained by Segall, to a random sample of adult felons who had previously given their permission.

The Segall Inmates' Juvenile Educational Questionnaire consists of eight controlled open ended questions, plus three demographic statements. The demographic statements establish the gender, age and race of the inmate. The remainder of the inquiries establish the age and grade level at which they dropped out of school, who their favorite teacher was, memories of their favorite teacher, the type of friends they had as a teenager, the reason for dropping out of school, and benefits of gang membership. The last question asked for advice the adult offender would give to a first time inmate.

# Methodology

## Administration

Questionnaires were administered at the Lexington Assessment and Reception Center. Inmates were asked if they wished to be part of a research study. They were read a permission letter (see Appendix B) and gave their D.O.C. number if they agreed. Inmates did not sign their names to any document to guarantee anonymity. After completion of the study the researcher will keep the Segall Inmates' Juvenile Educational Questionnaire in his major professor's office. No preliminary data or original questionnaires will be available to any organization or group other than the researcher's major professor and dissertation committee.

## Analysis of Data

Data will be gathered from the answers to the controlled open ended questions in the Segall Inmates' Juvenile Educational Questionnaire. Data will be analyzed to determine if there are patterns which support Segall's study (1994) in which he found school dropouts were influenced by not relating to a favorite teacher, having been suspended or arrested. This will be done through

frequency analysis and percentages.

The responses to the research questions found in Chapter One will be compared to see if a pattern can be identified.

# CHAPTER IV

## RESULTS OF THE STUDY

This chapter presents the results of eight questions asked during an interview with twenty adult felon inmate volunteers. The sample population of inmates came from 187 newly admitted adult felon inmates who participated in the Segall Study of 1994.

## Demographics Of The Population

Twenty inmates agreed to a second interview. The demographics of the inmates were: gender, 80% male and 20% female, 60% of the participants were white, 35% were Black, and 5% Hispanic. Male inmates ranged in age from 19 to 42 years. The average age was 28.25 years. Female inmates ranged in age from 22 to 33 years. The average age was also 28.25 years. The overall average age of the inmates interviewed was 28.25 years old.

As a summary, the data are presented in terms of

percentages of participants' responses to items in the questionnaire. Following are the questions for which the researcher collected data from the Segall Inmates' Juvenile Educational Questionnaire:

(a) How old were you when you dropped out of school? The grade in which the inmate dropped out of school.

(b) Who was your favorite teacher?

(c) Can you describe that person?

(d) What type of friends did you have as a teenager?

(e) Do you recall what caused you to drop out of school?

(f) If you belonged to a gang, what were the benefits?

(g) If this is your second (or more) time being incarcerated, what advice would you give to the young person who is in jail for the first time?

Following are the research questions for which the researcher collected responses to identify any patterns that could be developed.

1. Were the inmates able to identify a favorite teacher, and were their memories positive or

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negative?

2. What type of friends did the inmates have as
   teenagers?

3. If inmates dropped out of school, at what age and
   grade?

4. What were the reasons given for dropping out of
   school?

As stated in Chapter One, the researcher accepted the
following assumptions:

1. The inmates interviewed were honest, told the truth
   and did not fabricate information to any greater
   degree than for any other questionnaire.

2. The sample population is representative of the
   total prison population of the state of Oklahoma.

3. The population of newly admitted adult felons does
   not differ significantly from any  newly admitted
   adult felon population for any other similar time
   period.

The findings of the research is arranged in the the order in
which the questions appeared in the interviews; that is,
ordered from question (a) through question (g).  Responses

are grouped and classified into themes and recurring responses as noted by the interviewer. Percentages reflect the percentage of responses for that question.

## Questionnaire Analysis

### Responses to the Segall Inmates' Juvenile Educational Questionnaire

**QUESTION (a) HOW OLD WERE YOU WHEN YOU DROPPED OUT OF SCHOOL? THE GRADE IN WHICH THE INMATE DROPPED OUT OF SCHOOL.**

Of the sample inmate population, 65% of the inmates were school dropouts and 35% had graduated from high school. No inmate had dropped out before he or she was 14 years old, 10% of the sample dropped out at age 14-15 and 55% dropped out at age 16-17.

Those who dropped out in the eighth grade included 5% of the sample inmates (7.7% of the dropouts). Ten percent of the inmates (15.4% of the dropouts) dropped out in the ninth grade, 20% (30.8% of the dropouts) in the tenth grade, 20% (30.8% of the dropouts) in the eleventh grade, and 10%

(15.4% of the dropouts) in the twelfth grade.  Table I shows
the grade at which the inmates dropped out, the percentage
of the total population and and the percentage of the
dropout population.

TABLE I

GRADE INMATE DROPPED OUT OF SCHOOL

| Grade | Number | Total Population | Dropout Population |
|-------|--------|------------------|--------------------|
| Eighth | 1 | 5% | 7.7% |
| Ninth | 2 | 10% | 15.4% |
| Tenth | 4 | 20% | 30.8% |
| Eleventh | 4 | 20% | 30.8% |
| Twelfth | 2 | 10% | 15.4% |
| Totals | 13 | 65% | 100.0% |

## QUESTION (b) WHO WAS YOUR FAVORITE TEACHER?

Of the inmates, 80% stated they were able to identify a
favorite teacher while 10% stated they were not able to
identify a favorite teacher.  Ten percent of the inmates
failed to respond to this question or marked all three
choices.  All who were not able to identify a favorite
teacher were dropouts.  The only blank response was from a
dropout, while a high school graduate marked all three
choices.

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**QUESTION (c) CAN YOU DESCRIBE THAT PERSON?**

Of the sample, 85% had positive memories of their favorite teacher, while 10% said the memories they had were not positive.   All of those who did not have positive memories of their teachers were dropouts.   Five percent of the inmates responded to the question as N/A.

**QUESTION (d) WHAT TYPE OF FRIENDS DID YOU HAVE AS A TEENAGER?**

Of the inmates, 50% responded they remembered their friends as having no difficulty with the police, parents, or school and 50% responded they remembered their friends being in trouble with the police, parents, and/or school.

**QUESTION (e) DO YOU RECALL WHAT CAUSED YOU TO DROP OUT OF SCHOOL?**

Of the sample population, 15% (23.1% of the dropouts) said  they were bored with school.   Ten percent of the sample (15.4% of the dropouts) stated they had to work and 10% (15.4% of the dropouts) said they were pregnant.   The following responses for dropping out of school were given by 5% of the inmates (7.7% of the dropouts); got married,

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didn't get along with the principal, felt unaccepted, had
trouble at home, took drugs, and were goofing off.  Table II
shows the percent of the total population and of the dropout
population for the responses.

TABLE II

RESPONSES GIVEN FOR DROPPING OUT OF SCHOOL

| Response | Number | Total Population | Dropout Population |
|---|---|---|---|
| Was bored | 3 | 15% | 23.0% |
| Work | 2 | 10% | 15.4% |
| Pregnant | 2 | 10% | 15.4% |
| Married | 1 | 5% | 7.7% |
| Felt unaccepted | 1 | 5% | 7.7% |
| Goofing off | 1 | 5% | 7.7% |
| Drugs | 1 | 5% | 7.7% |
| Anti Principal | 1 | 5% | 7.7% |
| Trouble at Home | 1 | 5% | 7.7% |

**QUESTION (f)  IF YOU BELONGED TO A GANG, WHAT WERE THE
BENEFITS?**

Of the inmates interviewed, 70% reported they never
belonged to a gang, while 15% acknowledged belonging to a
gang.  Of the former gang members, 67% listed money as the
chief benefit and 33% said acceptance.  Secondary benefits
given included leadership, felt cared for and friendship.

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QUESTION (g) IF THIS IS YOUR SECOND (OR MORE) TIME

BEING INCARCERATED, WHAT ADVICE WOULD YOU GIVE TO THE

YOUNG PERSON WHO IS IN JAIL FOR THE FIRST TIME?

Of the sample, 45% reported they were incarcerated for

the first time and 40% were repeat offenders. Inmates did

not respond to the question. That is, they did not provide

advice to the young person who is incarcerated for the first

time. Their advice was more aimed at people not in serious

criminal trouble. The advice the inmates gave centered

around staying in school, staying away from drugs, staying

away from anyone who used drugs, being identified with the

"wrong crowd" or people who were "bad influences".


## Analysis of the Answers to the Research Questions

### 1. WERE THE INMATES ABLE TO IDENTIFY A FAVORITE TEACHER AND WERE THEIR MEMORIES POSITIVE OR NEGATIVE?

Of the inmates, 80% were able to identify a favorite

teacher and 10% were not able to identify a favorite

teacher. All three choices (male, female and not able to

identify) were marked by 5% of the inmates. Five percent

did not respond to this question.

Of those who identified a favorite teacher, 30%
identified a male, 35% identified a female, and 15%
identified both a male and a female. Looking at just the
high school graduates, 85.7% identified a favorite teacher.
A male was identified by 42.9% of the graduates, 14.3%
identified a female, and 28.6% identified both a male and a
female. Table III shows the high school graduates'
responses to identifying a favorite teacher.

Table III

HIGH SCHOOL GRADUATES WHO IDENTIFIED A FAVORITE TEACHER

| Teacher | % of Graduates | % of Total |
|---------|----------------|------------|
| Male    | 42.9%          | 15%        |
| Female  | 14.3%          | 05%        |
| Both    | 28.6%          | 10%        |
| Totals  | 85.7%          | 30%        |

Regarding the dropouts, 76.9% identified a favorite
teacher. A male was identified by 23.1% of the dropouts,
46.2% identified a female, and 7.7% identified both a male
and a female. The 10% of the sample who did not identify a
favorite teacher were all high school dropouts. Table IV
shows the high school dropouts' responses to identifying a
favorite teacher.

Table IV

DROPOUTS WHO IDENTIFIED A FAVORITE TEACHER

| Teacher | % of Dropouts | % of Total |
|---------|---------------|------------|
| Male | 23.1% | 15% |
| Female | 46.2% | 30% |
| Both | 7.7% | 05% |
| Totals | 76.9% | 50% |

Of the inmates interviewed, 85% had positive memories of their favorite teacher and 10% reported having negative memories.  Of those who had negative memories, all were high school dropouts.

## 2. WHAT TYPE OF FRIENDS DID THE INMATES HAVE AS TEENAGERS?

On this issue, the inmate population was evenly divided.  50% reported their friends had no difficulty with the police, parents, or school, and 50% reported their friends had been in trouble with the police, parents and/or school.  Of those who reported their friends as not having any difficulty, 57.1% of the high school graduates and 46.2% of those who dropped out of school reported their friends fit into this category.  Regarding those who reported their friends as having been in trouble with the police, parents

and/or school, 42.9% of the high school graduates and 53.8% of those who dropped out of school reported their friends fit into this category.

### 3. IF INMATES DROPPED OUT OF SCHOOL, AT WHAT AGE AND GRADE?

Of the sample, 55% (84.6% of the dropouts) dropped out at 16 - 17 years old. Ten percent (15.4% of the dropouts) left school at the 14-15 age level and none had dropped out at the 12-13 age level. Twenty percent of the sample (30.8% of the dropouts) left school in the tenth grade and 20% (30.8% of the dropouts) left school in the eleventh grade. Ten percent of the sample (15.4% of the dropouts) dropped out in the ninth grade and 10% (15.4% of the dropouts) dropped out in the twelfth grade. And 5% of the sample (7.7% of the dropouts) left school in the eighth grade. Table V shows the ages and grades at which the inmates dropped out of school.

TABLE V

AGE AND GRADE LEVEL OF DROPOUTS

| AGE | GRADE | NUMBER |
|---|---|---|
| 14-15 | 8th | 1 |
| 14-15 | 9th | 1 |
| 16-17 | 9th | 1 |
| 16-17 | 10th | 4 |
| 16-17 | 11th | 4 |
| 16-17 | 12th | 2 |
| | total = | 13 |

## 4. WHAT WERE THE REASONS GIVEN FOR DROPPING OUT OF SCHOOL?

From the sample, 15% (23.1% of the dropouts) said they were bored with school. Ten percent of the inmates (15.4% of the dropouts) stated they had to work and 10% (15.4% of the dropouts) said they were pregnant. Each of the following responses why they dropped out of school was given by 5% of the inmates (7.7% of the dropouts); got married, didn't get along with the principal, felt unaccepted, having trouble at home, taking drugs, and goofing off.

By combining the responses, some common groupings that emerge from the data are associated with influences either from the personal lives of adolescents or the school environment itself. How adolescents deal with these influences may affect their relationship to their school successes or failures. There are an equal number of reasons

for dropping out of school based on whether the pressure came from within the family or from the school environment. Table VI shows the responses why inmates dropped out of school according to the origin of pressure.

TABLE VI

RESPONSES FOR DROPPING OUT OF SCHOOL

| Family Reasons: | Number | School Reasons: | Number |
|---|---|---|---|
| Had to work | 2 | Was bored | 3 |
| Got pregnant | 2 | Goofing off | 1 |
| Got married | 1 | Anti-Principal | 1 |
| Trouble at home | 1 | Felt Unaccepted | 1 |
| total = 6 | | total = 6 | |

Tables VII and VIII are inmate responses for dropping out of school, according to who is in control of that decision. Some of the responses are placed on both lists because information was lacking to accurately determine who was in control of the drop out decision. To illustrate, dropping out to go to work because parent(s) was (were) no longer able to provide for the family would be placed in a different list than if the adolescent dropped out to work because he or she wanted spending money for personal use. The same holds true by comparing pregnancies in which some inmate had been raped as opposed to practicing unsafe sex.

Table VII lists eight of the responses why inmates

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dropped out of school and were considered to be within the

inmate's control.  As stated above, more information for

each response given is needed to accurately determine if the

adolescent was in control of the decision to drop out.

TABLE VII

PERSONAL REASONS FOR DROPPING OUT
THE PERSON CAN CONTROL

| Responses | Number | Justification of Control |
|-----------|--------|--------------------------|
| Was bored | 3 | Choose to be bored in school |
| Had to work | 2 | Chose work over school |
| Pregnant | 2 | Chose to risk pregnancy |
| Married | 1 | Chose to get married |
| Goofing off | 1 | Chose to goof off instead of study |
| Drugs | 1 | Chose to use drugs |
| Anti-Principal | 1 | Adolescent is the cause of the trouble |
| Trouble at Home | 1 | Adolescent is the cause of the trouble |

The five responses in Table VIII explain the outside

forces contributing to an adolescent's decision to drop out

of school.  As stated above, more information for each

responses given is needed to accurately determine if the

adolescent was in control of the decision to drop out or if

he or she was being forced into that decision.  Table VIII

shows personal responses for dropping out of school and the

justification of control.

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TABLE VIII

PERSONAL REASONS FOR DROPPING OUT
THE PERSON CAN NOT CONTROL

| Response | Number | Justification of Control |
|----------|--------|--------------------------|
| Was bored | 3 | Poor teacher techniques or methods |
| Had to work | 2 | Economy forces the "need" for more money |
| Felt unaccepted | 1 | Treated poorly by peers |
| Anti-Principal | 1 | Conflict caused by Principal |
| Trouble at Home | 1 | Conflict caused by another family member |

## Analysis Summary

The purpose of this chapter was to present the data collected from the twenty adult felon inmates' perceptions of their high school teachers and their adolescent friends while they were in high school. The data were gathered from four females and sixteen males; seven of whom had graduated from high school and thirteen of whom had dropped out before graduating.

This chapter reported the findings from all twenty interviews in order to assess the responses why they had dropped out of high school. The data from all twenty interviews will be analyzed in Chapter V and summarized in order to answer the four research questions and to determine if there are patterns which support Segall's study (1994).

# CHAPTER V

## FINDINGS, CONCLUSIONS

## AND RECOMMENDATIONS

## INTRODUCTION

As previously stated, the major purpose of this study was to investigate the impact of society on juveniles which lead to their dropping out of school. This was accomplished by assessing the participants' perceptions of their high school teachers and their adolescent friends while in high school. The major research questions:

(1) Were the inmates able to identify a favorite teacher, and were their memories positive or negative?

(2) What type of friends did the inmates have as teenagers?

(3) If inmates dropped out of school, at what age and grade?

(4) What were the reasons given for dropping out of

school?

The questions contained in the interviews were analyzed

and summarized with the presentation of the findings of

those interviews. After summarizing the eight interview

questions, recommendations for future considerations are

given. These recommendations arise from the manner in which

or degree to which the results extend and/or support the

Segall study of 1994

## FINDINGS

**QUESTION (a) HOW OLD WERE YOU WHEN YOU DROPPED OUT OF**

**SCHOOL? THE GRADE IN WHICH THE INMATE DROPPED OUT OF**

**SCHOOL.**

Inmates who dropped out before they were sixteen years

old tended to have had teenage friends who were more likely

to have been in trouble. These inmates had positive

memories of their teachers and did not join a gang. They

tended to be Caucasians who were incarcerated for the first

time. The predominant age of the dropouts was 16 years old.

Of the group of inmates who dropped out after sixteen, 45% were first time offenders and 55% were repeat offenders. Of this older-aged dropouts, 45% had teenage friends as an adolescent who were in trouble and 55% had friends who were not in trouble. The older aged dropouts tended to have a higher percentage (18%) of gang membership. They also had a higher percentage (18%) of those who could not identify having a favorite teacher as well as those who had negative memories of their teachers.

The majority of inmates who dropped out of school did so after 16 years of age. Yet, there was no apparent significance in dropping out at any particular grade. Dropping out seems to be more a circumstance of deciding to leave school than a circumstance directly related to grade level.

### QUESTION (b) WHO WAS YOUR FAVORITE TEACHER?

More inmates (80%) could identify a favorite teacher than those who could not. More of the high school graduates (85.7%) could identify a favorite teacher than those who could not. More dropouts (84.6%) could identify a favorite

teacher than those who could not.   The only ones who could

not identify a favorite teacher were dropouts who also had

negative memories of their teachers.   There was more gang

membership among those who could identify a favorite teacher

than those who could not.


### QUESTION (c) CAN YOU DESCRIBE THAT PERSON?

Of the inmates interviewed, 85% had positive memories

of their teachers, and 10% reported memories and 5% had no

opinion.   All those having negative memories were high

school dropouts.


### QUESTION (d) WHAT TYPE OF FRIENDS DID YOU HAVE AS A

### TEENAGER?

There were an equal number of inmates who reported

their friends having no difficulty and who reported their

friends having difficulty with the police, parents and/or

school.   Among those who reported their friends having no

difficulty with the police, parents, or school; 90% were

males, 40% were high school graduates, and 60% were first

time offenders.   They were older when they dropped out of

school and had achieved a higher grade level. Among those inmates who reported their friends having been in trouble, 70% were dropouts, 50% were repeat offenders, 20% were members of a gang, and 30% were female. They tended to have dropped out at a younger age and lower grade level. Therefore, the high school graduates had a higher percentage of friends as adolescents who were not in trouble. And dropouts had a higher percentage of friends as adolescents who were in trouble with the police, parents, or school.

**QUESTION (e) DO YOU RECALL WHAT CAUSED YOU TO DROP OUT OF SCHOOL?**

The most common response given why inmates dropped out of school was they were bored (15% of the sample and 23.1% of the dropouts). This was followed by those who had to work (10% of the sample and 15.4% of the dropouts) and were pregnant (10% of the sample and 15.4% of the dropouts). The remainder of the list of responses given why inmates left school were: marriage, difficulty with the principal, felt unaccepted, having trouble at home, taking drugs, and "goofing off".

**QUESTION (f) IF YOU BELONGED TO A GANG, WHAT WERE THE BENEFITS?**

Most (70%) of the inmates interviewed reportedly never belonged to a gang. From the 15% who were gang members, the most common benefits listed were money, acceptance, leadership, feeling cared for and friendship.

**QUESTION (g) IF THIS IS YOUR SECOND (OR MORE) TIME BEING INCARCERATED, WHAT ADVICE WOULD YOU GIVE TO THE YOUNG PERSON WHO IS IN JAIL FOR THE FIRST TIME?**

Inmates did not respond to the question. Rather they offered advice aimed at people who were not in serious criminal trouble. Their advice centered around: staying in school, staying away from drugs, staying away from anyone who used drugs, staying away from the "wrong crowd" or people who were "bad influences".

Inmates who dropped out before they were sixteen years old tended to have had teenage friends who were in trouble. The majority of those who dropped out of school did so after reaching 16 years of age. Dropping out of school seems to be more a circumstance of deciding to leave school rather

than a circumstance directly related to grade level. More inmates (80%) could identify a favorite teacher than those who could not. 85% of the inmates interviewed had positive memories of their favorite teacher and the only ones who could not identify a favorite teacher were dropouts who also had negative memories of their teachers.

There was an equal number of inmates who reported their friends having no difficulty and those who reported their friends having difficulty. The high school graduates had a higher percentage of friends who were not in trouble with the police, parents, or school. And dropouts had a higher percentage of friends who were in trouble. The most common response given why the inmates dropped out of school was they were bored. The other responses in order were "had to work" and "was pregnant".

Most (70%) of the inmates interviewed reportedly never belonged to a gang. From the 15% who were gang members, 67% said money was the main gang benefit. The advice offered by the inmates was aimed at those who were not in serious criminal trouble. Their advice centered around: staying in school, staying away from drugs, staying away from anyone

who used drugs, staying away from the "wrong crowd" or people who were "bad influences".

## CONCLUSIONS

This study was undertaken to determine answers to the following research questions:

1.  Were the inmates able to identify a favorite teacher, and were their memories positive or negative?

2.  What type of friends did the inmates have as teenagers?

3.  If inmates dropped out of school, at what age and grade?

4.  What were the reasons given for dropping out of school?

Based on the findings of this study, inmates were able to identify a favorite teacher and had positive memories of them. Of the inmates who were not able to identify a favorite teacher, many school memories were negative. They were also more willing to drop out of school.

Based on the findings of this study, friends the

inmates had as teenagers were evenly divided between those
who were in trouble and those who were not.  Most of the
inmates who were high school graduates reported having
friends as teenagers who were not in trouble.  But, most of
the inmates who had dropped out of school reported having
friends as teenagers who were in trouble.  Therefore, this
study found the type of friends an adolescent has will
impact his or her decision to stay in school.  More
graduates than dropouts had friends who were not in trouble.

Based on the findings of this study, the median age
grouping for dropping out of school was 16 and 17 years old.
The median grade at which an inmate dropped out of school
was the tenth and eleventh grades.  The most common inmate
response for dropping out of school was boredom.  The second
most common response for dropping out of school was
pregnancy or to go to work.

This study was also undertaken to extend Segall's
research in which he found students were more likely to drop
out of school if they had been suspended, arrested or could
not relate to a favorite teacher.  But, this study found 80
percent of the inmate sample able to identify a favorite

teacher, 85 percent had positive memories of those teachers and 77 percent of the inmates who had dropped out of school were able to identify a favorite teacher. Therefore, the results of this study do not appear to support Segall's conclusion.

However, this study indicated inmates who were not able to identify a favorite teacher and whose memories were negative were high school dropouts. Perhaps this was found because of the procedure of conducting the second interview. Which specifically involved the method of obtaining the sample from the newly admitted adult felon inmates. It could therefore appear those inmates who liked school may have been more willing to talk about their perceptions than those inmates who did not have positive memories. This may explain the high percentage of those able to identify a favorite teacher and the high percentage of those with positive memories.

This study does not support the research done by Segall in which he concluded inmates were controlled by their environment. Cronk found 38.5% of those who dropped out of school did so for reasons within their control. Such as,

getting pregnant, getting married, using drugs and goofing off. Of the remaining 61.5%, data are not clear if inmates made decisions or were controlled by events. For example, data did not indicate why inmates had to go to work or why they were bored in school.

## RECOMMENDATIONS FOR FURTHER STUDY

Based on the results of this study, the following are recommendations for future study.

1. A larger sample size representing one year's inmate receptions should be used in future studies of inmate perceptions of teachers and adolescents in high school to test for reliability.

2. A study in other states should be conducted using newly admitted adult felons to test for reliability.

3. A study should be conducted with recent school dropouts to test for validity.

4. A study should be conducted with people who are not incarcerated to test for validity. For example, a blue collar semiskilled factory laborer

population might replicate the age, race, gender

and school experience of adult inmates.

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**APPENDIXES**

APPENDIX A
JUVENILE HISTORY QUESTIONNAIRE

# JUVENILE HISTORY QUESTIONNAIRE

Interviewer will ask the following questions after reading the letter of instructions to the felon and receiving his signed letter of agreement. Brackets [] will be shaded in. The interview should take about 20 minutes. Inmates may be asked questions individually or in groups.

## QUESTIONS

DOC#_____

## DEMOGRAPHICS

**Offender Sex**

01 []         Male

02 []         Female

**Offender Race**

03 []         White

04 []         Black

05 []         Asian

06 []         Native American

07 []         Other _____

**Offender Age**

08 []         18 or less

09 []         19 - 20

10 []         21 - 23

11 []         24 - 26

12 []         26 - 30

13 []         31 - 40

14 []         41 - 50

15 []         51 or over

### PERSONAL HISTORY

16 []         Married

17 []         Divorced

18 []         Single

19 []         Common Law

20 []         Other _____

### How old were you when you were first married?

21 []         15-18

22 []         19-20

23 []         21-25

24 []        26-28

25 []        29-older

26 []        Younger than 15

**How many children do you have?**

27 []        None

28 []        1

29 []        2-3

30 []        4-5

31 []        6 or more

32 []        I don't know

**How many brothers and sisters do you have?**

33 []        None

34 []        1

35 []        2-3

36 []        4-5

37 []        6 or more

38 []        I don't know

**How old were you when you first left home?**

39 []        10 or less

40 []        11-12

41 []        13-14

42 []        15-16

43 []        17-19

**Why did you leave home? [MARK ALL THAT APPLY]**

44 []        Became self sufficient

45 []        went to school

46 []        Arrested or incarcerated

47 []        Friction at home

48 []        Other _____

**Who raised you? [MARK ALL THAT APPLY]**

49 []        Mother and Father

50 []        Mother only

51 []        Mother and Step Parent

52 []        Father

53 []        Father and Step Parent

54 []        Other family _____

55 []        Other non family _____

### EDUCATION
**What is your LAST grade completed?**
56 []      1-8
57 []      9-10
58 []      11-12
59 []      some college
60 []      college degree
61 []      post graduate

**Did you receive?**
62 []      GED or High School Diploma while incarcerated
63 []      GED or High School Diploma after or prior to
                         incarceration
64 []      Votech while incarcerated
65 []      Votech after or prior to incarceration

**Did you like school?**
66 []      yes ___
67 []      no ___

### WORK EXPERIENCE
**How much money did you make per week at your last job?**
68 []      $200-400
69 []      $401-600
70 []      $601-700
71 []      More than $700

**Have you had military experience?**
72 []      If yes, did you receive
73 []      Honorable discharge
74 []      General discharge
75 []      Other _____
76 []      No, I did not serve in the military

**Were you employed at the time of arrest?**
77 []      Yes
78 []      No

### JUVENILE CRIMINAL HISTORY
**How old were you when you were first arrested?**
79 []      Less than 14
80 []      15 to 18
81 []      19 and older

**How old were you when you committed your first crime?**

82 []       Less than 14

83 []       15 to 18

84 []       19 and older

**How old were you when you committed your second crime?**

85 []       Less than 14

86 []       15 to 18

87 []       19 and older

**The first time you were arrested were you carrying a**

88 []       gun

89 []       knife

90 []       weapon

**How many times were you arrested when you were 15 or younger?**

91 []       1

92 []       2

93 []       3-4

94 []       5-6

95 []       6 or more

**How many times were you arrested when you were 16 and 17?**

96 []       1

97 []       2

98 []       3-4

99 []       5-6

**How many times were you arrested when you were 18 and 19?**

100 []       1

101 []       2

102 []       3-4

103 []       5-6

**How many times were you arrested when you were 20 and 21?**

104 []       1

105 []       2

106 []       3-4

107 []       5-6

**Were you ever   [MARK ALL THAT APPLY]**

108 []       Expelled or suspended from school

109 []       On juvenile probation

110 []       Placed on juvenile detention

**At what age were you first suspended from school?**

111 []       Before 14

112 []       Between 15-16

113 []       Between 17-19

**At what age were you first placed on juvenile probation?**

114 []       Before 14

115 []       Between 15-16

116 []       Between 17-19

**At what age were you first placed in juvenile detention?**

117 []       Before 14

118 []       Between 15-16

119 []       Between 17-19

**Was your first offense for which you were arrested?**

120 []       Violent

121 []       Non-violent

**If you were carrying a gun, knife or weapon, did you**

122 []       Show it

123 []       Use it

124 []       Keep it hidden

### GANGS

**Have you ever been in a gang as a juvenile?**

125 []       yes

126 []       no

127 []       what was its name? _____

**How old were you when you first joined the gang?**

128 []       6-10

129 []       11-15

130 []       16-18

131 []       19 and older

### SUBSTANCE ABUSE

**How old were you when you first tried alcohol?**

132 []       6-8

133 []       9-11

134 []       13-15

135 []       17-18

136 []       I have never tried alcohol

**How old were you when you first tried marijuana?**

137 []        6-8

138 []        9-11

139 []        13-15

140 []        17-18

141 []        I have never tried marijuana

**How old were you when you first tried crack?**

142 []        6-8

143 []        9-11

144 []        13-15

145 []        17-18

146 []        I have never tried crack

**How old were you when you first tried cocaine?**

147 []        6-8

148 []        9-11

149 []        13-15

150 []        17-18

151 []        I have never tried cocaine

**How old were you when you first abused prescription drugs?**

152 []        6-8

153 []        9-11

154 []        13-15

155 []        17-18

156 []        I have never abused prescription drugs

**How old were you when you first sniffed glue or paint?**

157 []        6-8

158 []        9-11

159 []        13-15

160 []        17-18

161 []        I have never sniffed glue or paint

**Have you been in a substance abuse program?**

162 []        No

163 []        Inpatient

164 []        Outpatient

165 []        Peer counseling (AA)

166 []        While incarcerated

167 []        Detained

**WOULD YOU BE WILLING TO BE INTERVIEWED AGAIN?**

168 []        Yes        169 []        No

APPENDIX B

**SEGALL INMATES' JUVENILE EVALUATION QUESTIONNAIRE**

**INSTRUCTIONS**

# SEGALL INMATES' JUVENILE EVALUATION QUESTIONNAIRE

## INSTRUCTIONS

Dear Sir or Madam:

We have been asked by the Oklahoma Criminal Justice Research Center to study the social history of selected adult offenders. We want to know what happened in your juvenile years which may have acted as a force to cause you to be incarcerated now. Thank you for volunteering a second time. The purpose of this interview is to ask questions which will better help us understand some of the things we have already learned from the first interview. We are asking you these questions because you indicated you were willing to volunteer to answer additional questions, not because of what you said during the interview.

1. It is very important for you to understand the information you give the interviewer will not be used against you while you are incarcerated-- or, any time after.

2. Whether you continue to participate in this study or not, will NOT help you or hurt you while you are incarcerated.

3. It is important you understand this interview is voluntary. You may at any time refuse to answer any question any time.

4. Other than your Department of Corrections number, you will not be asked your name.

**APPENDIX C**

**SEGALL INMATE'S JUVENILE EVALUATION QUESTIONNAIRE**

# SEGALL INMATES' JUVENILE EVALUATION QUESTIONNAIRE

Interviewer will ask the following questions after reading the letter of instructions to the felon and receiving the signed letter of agreement. Brackets [] will be shaded in. The interview will take about 20 minutes. Inmates may be asked questions individually or in groups.

The interviewer will note the felon's gender, age and race.

M___
F___
R___
AGE___

DOC#_____

## QUESTIONS

a. How old were you when you dropped out of school?

| | | |
|---|---|---|
| 12-13 | 1 | [] |
| 14-15 | 2 | [] |
| 16-17 | 3 | [] |

INTERVIEWER WILL NOTE THE GRADE IN WHICH THE INMATE DROPPED OUT OF SCHOOL

| | | |
|---|---|---|
| GRADE 6 | 4 | [] |
| GRADE 7 | 5 | [] |
| GRADE 8 | 6 | [] |
| GRADE 9 | 7 | [] |
| GRADE 10 | 8 | [] |
| GRADE 11 | 9 | [] |
| GRADE 12 | 10 | [] |

b. Who was your favorite teacher?

| | | |
|---|---|---|
| Was able to identify a favorite male teacher | 11 | [] |
| Was able to identify a favorite female teacher | 12 | [] |
| Was not able to identify a favorite teacher | 13 | [] |

c. Can you describe that person?

| | | |
|---|---|---|
| Memories were positive | 14 | [] |
| Memories were not positive | 15 | [] |

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d. What type of friends did you have as a teenager?

| | | |
|---|---|---|
| Memories indicated trouble with police | 16 | [] |
| Memories indicated difficulty with parents | 17 | [] |
| Memories indicated difficulty with school | 18 | [] |
| Memories indicated NO DIFFICULTY with police, parents or school | 19 | [] |

e. Do you recall what caused you to drop out of school

| | | |
|---|---|---|
| Did not like learning | 20 | [] |
| Did not like teachers | 21 | [] |
| Was bored | 22 | [] |
| Felt unaccepted | 23 | [] |
| Other _____ | 24 | [] |

f. If you belonged to a gang, what were the benefits?

| | | |
|---|---|---|
| Acceptance | 25 | [] |
| Money | 26 | [] |
| Leadership | 27 | [] |
| Other _____ | 28 | [] |

g. If this is your second (or more) time being incarcerated, what advise would you give to the young person who is in jail for the first time? THE INTERVIEWER SHOULD SUMMARIZE IN ONE PARAGRAPH OR LESS THE INMATES RESPONSE. IF NO RESPONSE IS GIVEN, PLEASE INDICATE.

# APPENDIX D

# DATA

# DATA

## N = 20

**GENDER**
Males 16/20 = 80%
Females 4/20 = 20%

**RACE**
White    12   12/20 = 60%
Black     7    7/20 = 35%
Hispanic  1    1/20 = 5%

## AGE

Male  Range 19 - 42  Average age 28.25
Female Range 22 - 33 Average age 28.25
Total Range 19 - 42  Average age 28.25

## QUESTIONS

**a. How old were you when you dropped out of school?**

7 Graduated     = 35% of N
13 Dropped out = 65% of N

Age
12-13 = 0        0 % of N,      0% of Dropouts
14-15 = 2       10% of N,   15.4% of Dropouts
16-17 = 11      55% of N,   84.6% of Dropouts
Total = 13      65% of N,   100% of Dropouts

Grade in which inmate dropped out of school.

| | | | |
|---|---|---|---|
| Grade 8 | 1 | 5% of N, | 7.7% of Dropouts. |
| Grade 9 | 2 | 10% of N, | 15.4% of Dropouts. |
| Grade 10 | 4 | 20% of N, | 30.8% of Dropouts. |
| Grade 11 | 4 | 20% of N, | 30.8% of Dropouts. |
| Grade 12 | 2 | 10% of N, | 15.4% of Dropouts. |
| Total = 13 | | 65% of N, | 100% of Dropouts. |

**b.     Who was you favorite teacher?**

Was able to identify having a favorite teacher. 16    80%
Was not able to identify a favorite teacher.       2    10%
Left blank                                         1     5%
Marked all reponses                                1     5%

97

**c. Can you describe that person?**

Memories were positive.    17   85%
Memories were not positive.   2   10%
N/A                         1    5%

**d. What type of friends did you have as a teenager?**

Memories indicated trouble with police     8   multiple responses
Memories indicated trouble with parents   6
Memories indicated trouble with school     8
Memories indicated trouble with police, parents or school   10         50%
Memories indicated NO DIFFICULTY with police, parents or school   10 50%

**e. Do you recall what caused you to drop out of school?**

| | | | |
|---|---|---|---|
| Was bored | 3 | 15% of N, | 23 % of DO. |
| Work | 2 | 10% of N, | 15.4% of DO. |
| Pregnant | 2 | 10% of N, | 15.4% of DO. |
| Married | 1 | 5% of N, | 7.7% of DO. |
| Felt unaccepted | 1 | 5% of N, | 7.7% of DO. |
| Goofing off | 1 | 5% of N, | 7.7% of DO. |
| Drugs | 1 | 5% of N, | 7.7% of DO. |
| Anti Principal | 1 | 5% of N, | 7.7% of DO. |
| Trouble at Home | 1 | 5% of N, | 7.7% of DO. |
| Car | 1 | second response for one person (listed bored 1st) | |

**f. If you belonged to a gang, what were the benefits?**

No Gang         14   70%
Belonged        3   15%
Left Blank       3   15%
From the three who belonged to a gang:

| | | | |
|---|---|---|---|
| Money | 2 | Friendship | 1 second response from one person. |
| | | Leadership | 1 second response from one person. |
| Acceptance | 1 | Cared for | 1 second response from one person. |

**g. What advice would you give to the young person who is in jail for the first time?**

9 First Timers 45%

8 Repeat Offenders    40%

3 Left Blank    15%

# RESEARCH QUESTIONS

**1.    Were the inmates able to identify a favorite teacher ?**

YES  16 = 80%

NO    2 = 10%

Blank  1 =  5%

All 3   1 =  5%

| | | | |
|---|---|---|---|
| Male 6 | 3/7 = 42.9% grads, | 3/13 = 23.1% DO | 6/20 =  30% |
| Female 7 | 1/7 = 14.3% grads, | 6/13 = 46.2% DO | 7/20 =  35% |
| Both 3 | 2/7 = 28.6% grads, | 1/13 =  7.7% DO | 3/20 =  15% |
| Neither 2 | 0/7 =  0% grads, | 2/13 = 15.4% DO | 2/20 =  10% |
| Left Blank 2 | 1/7 = 14.3% grads, | 1/13 =  7.7%  DO | 2/20 =  10% |
| Totals | 7/7 = 100% grads, | 13/13 =  100 %  DO | 20/20 = 100% |

Positive Memories    85%  17

Negative Memories    10%   2

N/A                  5%   1

**2.    What type of friends did the inmates have as a teenager?**

Memories indicated trouble with police, parents or school.   50%

Memories indicated no difficulty with police, parents or school.    50%

| | | |
|---|---|---|
| No Difficulty | 4/7  = 57.1% grads | 6/13 = 46.2% DO |
| | | Totals 10/20 =50% |

| | | |
|---|---|---|
| Police | - | 2/13 = 15.4% DO |
| Parents | - | - |
| School | - | 1/13 = 7.7% DO |
| Police & School | - | 1/13 = 7.7% DO |
| Police & Parents | - | - |
| Parents & School | 1/7 = 14.3% grads | |
| All 3 | 2/7 = 28.6% grads | 3/13 = 23.1% DO |
| Totals | 3/7 = 42.9%grads | 7/13 = 53.8% DO |
| | | Totals 10/20 = 50% |

3. **If inmates dropped out of school, at what age and grade?**

7 Graduated = 35% of N    13 Dropped out = 65% of N

Age

| | | |
|---|---|---|
| 12-13 = 0 | 0 % of N | 0% of Dropouts |
| 14-15 = 2 | 10% of N | 15.4% of Dropouts |
| 16-17 = 11 | 55% of N | 84.6% of Dropouts |
| Total = 13 | 65% of N | 100% of Dropouts |

Grade in which inmate dropped out of school.

| | | | |
|---|---|---|---|
| Grade 8 | 1 | 5% of N, | 7.7% of Dropouts. |
| Grade 9 | 2 | 10% of N, | 15.4% of Dropouts. |
| Grade 10 | 4 | 20% of N, | 30.8% of Dropouts. |
| Grade 11 | 4 | 20% of N, | 30.8% of Dropouts. |
| Grade 12 | 2 | 10% of N, | 15.4% of Dropouts. |
| Total = 13 | | 65% of N, | 100% of Dropouts. |

| | |
|---|---|
| 14-15 ~ 8th | 1 |
| 14-15 ~ 9th | 1 |
| 16-17 ~ 9th | 1 |
| 16-17 ~ 10th | 4 |
| 16-17 ~ 11th | 4 |
| 16-17 ~ 12th | 2 |

4. **What were the reasons given for dropping out of school?**

| | | | |
|---|---|---|---|
| Was bored | 3 | 15% of N | 23.1% of DO. |
| Work | 2 | 10% of N | 15.4% of DO. |
| Pregnant | 2 | 10% of N | 15.4% of DO. |
| Married | 1 | 5% of N | 7.7% of DO. |
| Felt unaccepted | 1 | 5% of N | 7.7% of DO. |
| Goofing off | 1 | 5% of N | 7.7% of DO. |
| Drugs | 1 | 5% of N | 7.7% of DO. |
| Anti Principal | 1 | 5% of N | 7.7% of DO. |
| Trouble at Home | 1 | 5% of N | 7.7% of DO. |
| Car | 1 | second response for one person | |

| Family Reasons, 6 | | | School Reasons, 6 | | |
|---|---|---|---|---|---|
| Work | 2 | | Bored | 3 | |
| Pregnant | 2 | | Goofing Off | 1 | |
| Married | 1 | | Anti-Principal | 1 | |
| Trouble at home | 1 | Total = 6 | unaccepted | 1 | Total = 6 |

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# VITA

Richard Dahlgren Cronk

Candidate for the Degree of

Doctor of Education

Thesis:    A STUDY OF INMATE PERCEPTIONS OF TEACHERS
AND ADOLESCENTS IN SCHOOL

Major Field:   Curriculum and Instruction

Biographical:

Education: Graduated from St. Joseph High School, St. Joseph, Michigan, in
June, 1965; attended Western Illinois University, 1965-1967; received
Bachelor of Science degree in Education (History and Health, Physical
Education and Recreation) from Western Michigan University, Kalamazoo,
Michigan, in April, 1970; (student teaching performed at Loy Norrix High
School, Kalamazoo, Michigan, January-April, 1970); received Master of
Arts degree in the Teaching of Physical Education from Western Michigan
University, Kalamazoo, Michigan, in April, 1973; completed requirements
for the Doctor of Education degree at Oklahoma State University,
Stillwater, Oklahoma, in July, 1995.

Professional Experience: Taught high school American History, State History,
American Government, Honors American Government, and Physical
Education, at Marshall High School in Marshall, Michigan, 1971-1989;
taught Adult Education, High School completion, American History,
Government, and State History, at Marshall High School in Marshall,
Michigan, 1974-1986; taught American History, World History and World
Geography (grades seven and eight) at Marshall Middle School, Marshall,
Michigan, 1989-1991; graduate assistant, Curriculum and Instruction,
Oklahoma State University, Stillwater, Oklahoma, 1991-1994.

# OKLAHOMA STATE UNIVERSITY
# INSTITUTIONAL REVIEW BOARD
# HUMAN SUBJECTS REVIEW

**Date:** 12-16-94

**IRB#:** ED-95-033

**Proposal Title:** A STUDY OF INMATE PERCEPTIONS OF TEACHERS AND ADOLESCENTS IN SCHOOL

**Principal Investigator(s):** William E. Segall, Richard D. Cronk

**Reviewed and Processed as:** Exempt

**Approval Status Recommended by Reviewer(s):** Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
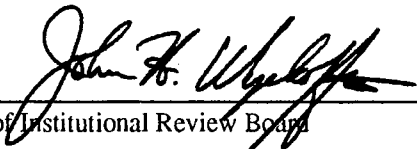ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: _____

Chair of Institutional Review Board

Date: December 19, 1994